# MODULE 9 PRE-ACADEMIC SUCCESS AND TASK DIFFICULTY

Early Childhood MBI Training Presented by MBI Consultants





## LEARNING SUCCESS AND TASK DIFFICULTY

Any <u>mismatch</u> between student ability and task difficulty is <u>potentially problematic</u>.

Exposure to <u>tasks that are too difficult</u> result in lower rates of on-task behavior and increased rates of disruptive and other problem behaviors.



#### **MODIFYING TASK DIFFICULTY**

Modifying instruction or providing accommodations to ensure the child experiences higher levels of success

Increases & promotes...

- on-task behavior
- task completion
- task comprehension
- appropriate class-wide behavior



#### 4 STRATEGIES FOR MODIFYING TASK DIFFICULTY

- 1. Change amount of work
  - Break up task into smaller parts
  - Give materials out in sequence instead of all at same time

- 2. Change amount of time
  - Have shorter work periods
  - Provide physical breaks between difficult tasks



### STRATEGIES FOR MODIFYING TASK DIFFICULTY

- 3. Change Student Output
  - Provide students with a different way of showing their knowledge
  - Allow students to tell a peer
  - Allow students to take pictures of their completed work
  - Use scaffolding





### STRATEGIES FOR MODIFYING TASK DIFFICULTY

- 4. Clarifying Directions
  - Gain attention before you give directions
  - Minimize the number of directions given
  - Individualize directions
  - Give clear directions



#### **CLARIFYING DIRECTIONS**

- Give positive directions
- Allow wait time for a child to respond
- •When appropriate, give the child choices and options for following directions
- •Follow through with specific, positive feedback



#### FIRST/THEN STATEMENTS

Follow non-preferred tasks with preferred reinforcing tasks Use with gestures or visuals

Gives children a sense that you **BELIEVE** they can complete the tasks

First state/show, then directions

- -First clean-up, then go outside
- First say 'help,' then I can help you





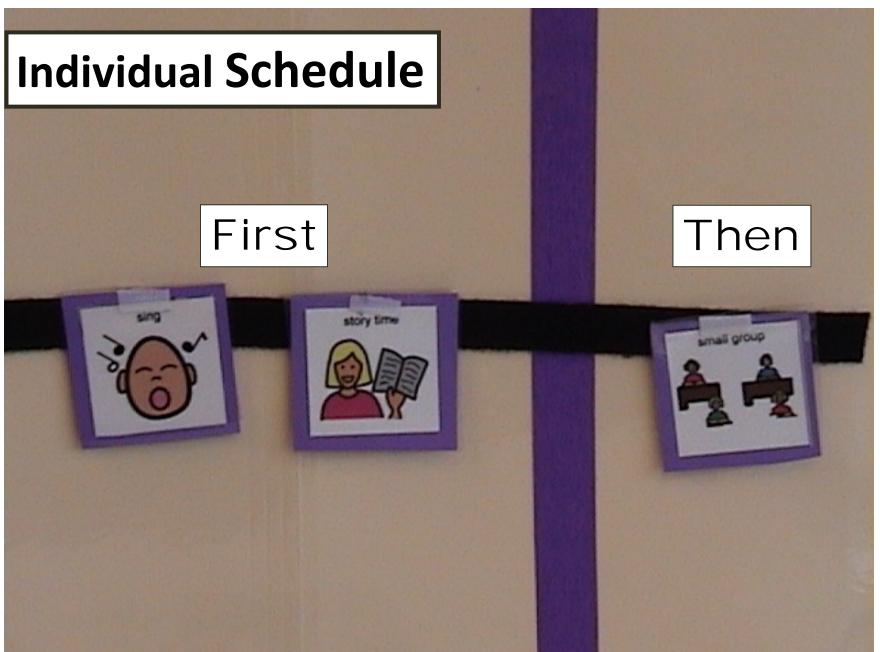






Morning meeting mini Schedule







Putting Montana Students First 4

#### 8 ESSENTIAL CLASSROOM MANAGEMENT STRATEGIES

- Expectations and rules
- Procedures and routines
- Continuum of acknowledgement of appropriate behavior
- Continuum of response strategies and error correction
- Active supervision
- Multiple opportunities to respond
- Activity sequence and offering choices
- Learning success and task difficulty



